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ABSTRACT

For 30 years, the Academy for Educational Development (AED) has worked to support African development. In Uganda, Tanzania, and Botswana AED promoted some of Africa's first AIDS prevention programs. AED is funding research in Ethiopia, Tanzania, and perhaps Zambia that will target stigma and its role in AIDS prevention. Working with governments and the private sector AED has supported programs that saved millions of children from illness and malnutrition. In education, AED has pioneered work on girls education and on educational reform. Working with the Kellogg Foundation, AED is supporting the development of a regional leadership network for the countries of southern Africa, including South Africa, Botswana, Mozambique, Zimbabwe, Lesotho, and Swaziland. This booklet presents a brief overview of 35 AED projects and programs in Africa, demonstrating the breadth of technical collaboration with governments and non-governmental organizations across the continent. (BT)

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AED in Africa

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Founded in 1961, AED is an independent, nonprofit organization committed to solving critical social problems in the U.S. and throughout the world through education, social marketing, research, training, policy analysis and innovative program design. Major areas of focus include health, education, youth development, and the environment.

AED

1825 Connecticut Avenue, NW
Washington, D.C. 20009-5721
Tel: 202/884-8000
Fax: 202/884-8400
www.aed.org

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AED in Africa

For thirty years AED has worked to support African development. In Uganda, Tanzania, and Botswana we promoted some of Africa's first AIDS prevention programs. We are funding research in Ethiopia, Tanzania and, perhaps, Zambia that will target stigma and its role in AIDS prevention. Working with governments and the private sector we have supported programs that saved millions of children from diarreheal dehydration, immunizable diseases, and malnutrition. Today we are partnering with pharmaceuticals to provide sustainable access to anti-malarial bed nets. In education, we have pioneered the work on girls education and on educational reform. Working with the Kellogg foundation, we are supporting the development of a regional leadership network for the countries of southern Africa, including South Africa, Botswana, Mozambique, Zimbabwe, Lesotho, and Swaziland. We bring thirty years experience in health, education, leadership development and partnership building throughout Africa.

We have offices in: Botswana, Cote d'Ivoire, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Madagascar, Mali, Senegal, Uganda, Zambia.

The following summary is a brief overview of our existing projects and programs in Africa, demonstrating our breath of technical collaboration with governments and non-governmental organizations across the continent.

Advancing Basic Education and Literacy Project (ABEL I and II) (1989-1999)

ABEL I and II was USAID's primary mechanism for assisting host-country governments and USAID missions in designing, implementing, and evaluating basic education programs. The project drew on the tools, methods, and research findings developed by USAID and other donors during the preceding three decades and adapted these materials to country-specific conditions as USAID undertook new projects. ABEL helped to improve basic education systems through: 1) dissemination of proven tools, methods, and research findings; 2) technical and managerial support for USAID missions initiating basic education projects, emphasizing "nuts and bolts" operations and management issues; 3) design and implementation of pilot projects and research; and 4) provision of short-term training to build capacity within education ministries, schools, and classrooms. Issues of gender, access, and equity are threads that cut across the above four components of the project and were addressed in all ABEL activities.

AIDSCOM (1987-1994)

The Academy was the prime contractor for USAID's AIDS communication program. This research and development project aimed at assisting 25 countries to improve the quality of their AIDS prevention programs through education and communication to reach populations at special risk for HIV infection. The AIDS Technical Support

Project: Public Health Communication Component (AIDSCOM) built upon the Academy's successful experience with social marketing and public health communication to create solutions uniquely suited to the needs of AIDS education and prevention around the world. AIDSCOM was comprised of three major components: The communication support component helped answer questions about how to best apply communication to the control of AIDS. The second component, short-term technical assistance, provided specialists in such areas as AIDS communication planning, behavioral and market research, counseling and support services, media planning, medical and mental health provider training, condom marketing, and evaluation. Dissemination efforts, the third component, ensured that results, lessons, and materials developed under the project were made available worldwide.

Applying the Youth Development Framework to Pregnancy and Disease Prevention (1993-1994)

This project looked at HIV/AIDS prevention and education strategies throughout the United States, in particular among youth. AED developed practical tools that were used by the Annie E. Casey Foundation, the Plain Talk sites, and other local communities to strengthen their HIV/AIDS prevention efforts. The Academy also developed and presented a session at the November 1993 Plain Talk Conference on HIV/AIDS and youth development. A paper entitled "*Adolescents and*

AIDS: Defining the Problem and Its Prevention" was drafted. The paper contains sections on the politics of HIV/AIDS, adolescent development and sexuality, the incidence of HIV infection among adolescents, best practices in youth HIV prevention, a comparison between adolescent pregnancy prevention and HIV prevention, and the connection between youth development and HIV prevention.

Basic Support for Institutionalizing Child Survival (BASICS I and II) (1993-2004)

BASICS is USAID's premier child survival project. BASICS is implemented by the Partnership for Child Survival, a joint venture of AED, John Snow, Inc., and Management Sciences for Health. BASICS II builds on lessons of its predecessor, BASICS I (1993-1999). The global project is charged with achieving the greatest possible country-level impact on major threats to child health and providing technical leadership in policies and programming. BASICS II focuses on four areas that promise the greatest reduction in mortality: effective and sustainable child immunization; perinatal and neonatal health; nutrition and growth promotion; and integrated approaches to child health. Three strategic project emphases govern the work of BASICS II in its country programs and regional initiatives. The project aims to: integrate programs at the community level; strengthen planning and management at the district level; and increase program scale and impact. BASICS II draws on a seasoned cadre of experts to strengthen

child health interventions. Technical specialists are complemented by those having experience in critical program areas including communication and behavior change, community mobilization, public/private partnerships, service delivery, health sector reform, training and supervision, and quality assurance.

BOTSWANA - AED (1992-ongoing)

The Academy established AED Botswana as a nonprofit, charitable organization registered as a Company Limited by Guarantee in Botswana. AED Botswana offers services financed under contracts or grants for which only organizations incorporated or registered in Botswana or other countries in the Southern Africa region are eligible.

In 1992 and 1993, the Academy and AED Botswana began providing short-term assistance for various agencies in the Southern Africa region, including Social Impact and Policy Analysis Corporation Ltd. (SIAPAC-Africa), Southern Africa Development Community (SADC), United Nations Development Program (UNDP), Association of Training and Development Officers (ATDO), and Botswana Confederation of Commerce, Industry and Manpower (BOCCIM). The scope of work of the consultancies ranged from facilitating workshops on curriculum development for managers to evaluating human resource development projects throughout the SADC region. AED recently carried out consultancies for the British Council and the Southern Africa Development Council (SADC) and United Nations Development Program (UNDP).

BOTSWANA DEVELOPMENT TRAINING PROJECTS (1982-ongoing)

The Academy for Educational Development has been working in partnership with Botswana since 1982. The Academy currently assists Botswana with its human resources development needs by managing training programs for professionals from strategic development ministries, para-statal agencies and private sector firms. Sponsoring organizations have included: Botswana Development Corporation, Botswana Housing Corporation, Directorate of Public Service Management, Ministry of Agriculture, Ministry of Education, Swedish International Development Agency, and the U.S. Agency for International Development.

Over 900 Botswana professionals have been trained in the U.S. in programs managed by the Academy. Fields of study include: allied health fields, accounting, agriculture, architecture, business administration and management, computer science, education, engineering, finance, nursing, and others. Long-term trainees pursue associate, bachelors, masters, and doctoral degrees at universities throughout the United States. Short-term trainees have attended programs in both the United States and Africa. The Academy arranges practical training to supplement academic training when requested by the sponsor.

BOTSWANA Strengthening Human Resources Management Capacity (SHRMC) (1996-1997)

AED worked with the World Bank to implement a ten-month project to help the Directorate of Public Service Management (DPSM) of the Government of Botswana to improve its operation and services. The project focused on human resource systems and information technology for implementation of a personnel management system, and consisted of four components: evaluation, performance management systems, staff training, and information technology.

Food and Nutrition Technical Assistance Project (FANTA) (1998-2003)

FANTA is intended to maximize the impact of nutrition and food security-related programs implemented by USAID and its partners in developing countries. FANTA provides technical assistance in nutrition and food security-related program design, implementation, monitoring, and evaluation as well as nutrition and food security policy and strategy development. This program has an unprecedented opportunity to influence the quality and nutrition impact of food security and Title II food aid programming, both through its role in providing direct assistance to Private Voluntary Organizations (PVO), Missions, host

governments, the USAID Bureau for Humanitarian Response (BHR), and through its role in facilitating technical exchange and cooperation with other on-going G/PHN Center activities.

Improving the Care of AIDS-Affected Infants and Toddlers (2000)

Working in conjunction with the LINKAGES project at AED, the AED Ready to Learn Center is exploring ways to improve the care provided for young children of HIV+ parents and orphans. LINKAGES (USAID-funded project at AED) has already conducted preliminary research on the issues facing AIDS-affected mothers and the feeding of their children in Zambia. Ready to Learn is building on that research, supplementing the data with focused research on care arrangements, quality of psycho-social care and physical, emotional and cognitive child outcomes, and then assessing the caring practices of AIDS-affected young children. Ready to Learn is designing a participatory assessment tool with communities to help understand the issues and enable NGOs and communities to develop and implement sustainable and replicable interventions to respond to the needs of young children. Once the tool is designed, Ready to Learn will assess the caring situation of young orphans in other HIV-infected areas, review practices of families and communities in these areas, and support communities to identify and/or develop interventions to improve care of young orphans.

Indefinite Quantity Contract (IQC): Education, Training and Human Resource Development (1975-78, 1978-84, 1984-87, 1990-93, 1994-98)

Under three Indefinite Quantity Contracts in education and human resources, AED successfully conducted approximately 100 assignments in all geographic regions and at all levels of education. During this period, Academy staff and consultants designed 34 educational training projects, conducted 21 cost-effectiveness studies, and prepared 28 project and impact evaluations. Examples of assignments undertaken during the current contract include: 1) developing a draft strategy for A.I.D.'s Asia Bureau highlighting the relationship between education and economic development; 2) evaluating education and human resources development programs in Afghanistan and Zambia; and currently, 3) conducting a sector assessment of the education sector in South Africa to help identify appropriate investments to increase opportunities for black South Africa.

Irish AID to Uganda Education Reform Expansion (1997-2000)

Irish AID recognizes the benefit of coordinating education reform activities supported by its grant funds with similar efforts of other international donors currently underway in Uganda. Towards

that end, AED has agreed to administer the expansion of certain educational reform initiatives to the Rwenzori district of Uganda.

Kenya Public Health Communication (1978-1979)

AED provided an IEC expert to participate in the preparation of the World Bank proposed population and health project and the supervision of the Integrated Rural Health and Family Health project in Kenya. The consultant was responsible for reviewing existing IEC activities and identifying areas to be strengthened in order to develop a demand for family planning services.

Kenya Radio Language Arts Project (198Ø-1986)

In 1986, the Academy successfully completed a six-year program for USAID entitled "Extension of Rural Primary Schools in Kenya." This effort, also known as the Kenya Radio Arts Project, was the second in a series of four significant research programs on the use of interactive radio to deliver direct classroom instruction. It was designed to develop an English language arts program for primary school students that would use radio as the medium of instruction. Over a seven-year period, the Academy worked with the Kenya Institute of Education, USAID, and the Center for Applied Linguistics developing a new model of interactive radio education to extend quality instruction to teach English in the formal school setting where

conventional teaching may be restricted because of the poor distribution of educational resources. During the course of this project, AED developed 585 lessons, teacher guides, and student worksheets to teach English to students in grades 1-3. More than 2,000 rural children, in seven different linguistic regions, learned English by radio. Indicative of the results, after one year of broadcasts there, first grade radio pupils improved 50 percent in listening and 23 percent in reading skills over pupils in conventional classrooms. AED published a major book on the project entitled Teaching English by Radio, which summarizes some of the key principles applicable to radio education programs validated by the Academy's experience in Kenya. Building on this experience, the project is now being replicated in parts of Lesotho where another Academy project is implementing a pilot effort using radio lessons in selected primary schools.

LINKAGES: Breast-feeding and Related Complementary Feeding and Maternal Nutrition Program (1996-2001)

LINKAGES is a USAID-funded global program providing technical assistance to organizations promoting breast-feeding. LINKAGES supports comprehensive country activities to improve exclusive breast-feeding rates and related complementary feeding and maternal dietary practices and to extend the offering of the Lactational Amenorrhea Method as an effective, modern method of contraception. LINKAGES is managed by AED, which jointly provides technical

leadership and program direction with LINKAGES' partners, La Leche League International, Population Services International, and Wellstart International.

CARE, Catholic Relief Services, and World Vision, as well as national and local governmental and non-governmental organizations, work with LINKAGES to initiate technical and program applications at the country level. Tools used by LINKAGES and partners include a results-oriented behavior change methodology, training modules for health care providers and community workers, mother-to-mother support groups, social marketing strategies, policy analysis and advocacy materials, and monitoring and evaluation instruments. Four applied research studies are designed to identify program strategies that are most effective in bringing about positive behavior change and improved health of infants and women.

Malawi Human Resources and Institutional Development Project (1988-1995)

The goal of this project was to improve the overall quality of personnel in professional, technical, managerial, and administrative positions in the public and the private sectors; to develop a strong institutional capacity for training in Malawi; and to provide institutional support for small- and medium-sized enterprise development. The Academy was responsible for the selection and support of all consultants for the project. Long-term consultants (called Operational Experts) carried out four primary responsibilities, whether

assigned to the public or the private sector; filled posts left vacant while Malawian counterparts receive long-term training; provided on-the-job training for counterparts; trained others in the department or agency; and served as resources to the ministry, company, or association on general issues that transcended specific job responsibilities. Over the course of the project, approximately 25 long-term consultants were placed in Malawi. Approximately 60 Malawians received master's degrees in the United States through the project. By the end of the project, Malawi's institutions for postsecondary and nondegree training were significantly strengthened. Both the public and private sectors were staffed by trained and skilled personnel at technical and managerial levels. The Government had improved capabilities for managing the process of human resource development.

NETMARK - Africa (1999-2004)

Africa NetMark, a five-year Africa regional project funded by USAID and managed by AED, seeks to create a commercially sustainable market for insecticide-treated materials such as bed nets. AED has formed a collaborative relationship with private and public partners. Technical expertise on malaria and insecticide-treated materials research will be provided by Johns Hopkins University's Department of International Health and The Malaria Consortium, a joint venture of the London School of Hygiene and Tropical Medicine and the Liverpool School of Medicine. The sales promotion effort will be supported by Group Africa and other African consumer product promotion groups.

Nutrition Communication Project (NCP) (1987-1995)

The NCP Project was designed to improve host country capacity to design, implement, and evaluate public education programs and messages aimed at improving nutrition behavior, especially as related to maternal and child health. Project activities supported growth monitoring and promotion, Vitamin A and iron deficiency interventions, and promoted maternal nutrition, breast-feeding, and sound child-feeding practices, particularly during weaning or bouts of infectious or diarrheal disease. These activities may stand alone or be linked to PL 480 Title II feeding programs, primary health care delivery, or other child survival programs, such as immunization or oral rehydration therapy. The NCP Project operated in the following countries: Bangladesh; Bolivia; Burkina Faso; Cameroon; Dominican Republic; Ecuador; Gambia; Ghana; Guatemala; Haiti; Honduras; India; Indonesia; Ivory Coast; Jordan; Kenya; Mali; Mauritania; Morocco; Niger; Panama; Peru; Philippines; Sahel; Senegal; Sudan; Swaziland; Thailand; Togo; Zaire.

Population Communication Services (PCS) (1982-2000)

PCS is charged with developing greater public awareness of family planning and promoting wider use of freely chosen contraceptive methods in developing countries through improved

communication between private- and public-sector institutions. PCS offers technical and financial assistance to family planning agencies during all stages of program design and implementation. As a member of the consortium, the Academy is specifically involved in mass media planning, organization of international seminars and workshops, and information services. Academy staff have led needs assessment and planning missions to Colombia, Peru, Niger, Senegal, Tanzania, Zaire, Nepal, Turkey, and Sri Lanka, to help develop proposals to be funded under the project's grant program.

Radio Learning Project (1985-199Ø)

The objective of the Radio Learning Project was to apply interactive radio instruction (IRI) methodology to improve quality and efficiency of as well as access to primary school instruction; assist in strengthening host country institutions so that they are able to continue developing radio-assisted educational programs after external funding ceases. AED provided assistance to appropriate developing country agencies (principally Ministries of Education) to improve the teaching of basic primary school skills in developing nations through the use of interactive radio.

Social Marketing for Change SOMARC (1984-1993)

SOMARC was created to work closely with host country governments, USAID missions, and

private-sector agencies to fund and design contraceptive social marketing (CSM) projects designed to reach couples not served by existing public or private delivery systems. The project grew out of the International Contraceptive Social Marketing Project (ICSMP), which ended in 1984. The Academy had responsibility for, and provided technical assistance to, the development and administration of contraceptive retail sales efforts in sub-Saharan Africa. The full-time Academy representative to the project was the manager for the African programs. Since 1985, under the Academy's direction, activities were conducted in nine African countries. National contraceptive retail sales programs sponsored by SOMARC were implemented in Ghana, Zimbabwe, and Liberia. Feasibility studies, prior to implementation of a national program, were conducted in Mali, Cote d'Ivoire, Malawi, Zimbabwe, Liberia, and Rwanda. Other contraceptive social marketing activities, including technical assistance, took place in Kenya, Mauritius, and Liberia.

South Africa Adult Basic Education and Training (ABET) (1999-2002)

The objective of ABET is to train 300 educators to deliver learning programs in two "electives" areas of the South African adult basic education and training (ABET) curriculum, contract adult learning centers, community colleges, and other community-based organizations to manage the programs, and enroll 3,000 learners in the electives programs. Another objective is to publicize the program to encourage its replication in all nine of south Africa's provinces. Project Literacy, a South

African NGO, and AED are working in partnership on USAID/South Africa's ABET activity in two of South Africa's neediest provinces. Eastern Cape and Northern Provinces have the lowest per capita income and the highest percentage of households living below the minimum subsistence level. Because USAID believes that the establishment of agriculture and small businesses in these areas is hampered by lack of access to funding and skills training, it funded the development of curricula in small, micro, and medium-size enterprise (SMME) and agriculture through AED's ABEL2 project. This new project will ensure that the new materials are delivered effectively and sustainably in two provinces and encourage the program's replication in the other provinces of South Africa.

South Africa Non-governmental Organization (NGO) Evaluation (1996)

The purpose of this review of the Kellogg Foundation's community-based projects in southern Africa was to provide the foundation with an understanding of the range and intent of these projects and the lessons that can be learned from their implementation. The report examines the specific grassroots needs these projects were designed to meet, obstacles encountered in implementation, and the impact that Kellogg Foundation funding had on the project's outcome and sustainability. It also includes a discussion of the foundation's strength in the region and offers options for further strengthening its initiative.

Strengthening Support for Nutrition (PROFILES I & II) (1993-1996)

AED collaborated with UNICEF to develop a PROFILES computer model and a series of presentations to heighten awareness among decision-makers about the importance of nutrition to a country's economic development. PROFILES is a powerful micro computer model designed by the Academy to demonstrate the effects of protein energy malnutrition, micronutrient deficiencies, and feeding behaviors on mortality, fertility, health costs, worker productivity, school performance, and mental development. Country data on population, nutritional status, and economic conditions are fed into the model and used to calculate trends in various consequences. Parameters such as costs of clinic visits and prevalence of breast-feeding in the first six months of life can be modified online to permit policy makers to see immediately the effects of different assumptions. Initial funding for PROFILES was provided by USAID's Nutrition Communication Project. Major PROFILES applications have now been done for Bangladesh (for UNICEF and the World Bank), the Philippines (for the Asian Development Bank), Uganda (for the World Bank) and Senegal (for USAID). PROFILES presentations were made in Bangladesh to the Cabinet, local officials, and shown on television. In all, over sixty presentations were made in 1993.

Studies in Facilitating Learning Project (1977-1984)

From 1977 to 1983, the Academy implemented this project under a USAID contract to facilitate the worldwide development of communications and educational technology programs in support of development initiatives across all sectors. The goal of the program was to capitalize on the educational potential of communication technologies and to encourage their use in USAID-sponsored development programs. Through this contract, the Academy carried out a number of studies on the use of radio. Some examined the exclusive use of radio, others viewed radio as one of several educational technologies. Some looked at the feasibility of two-way radio. A study in Lesotho presented plans for using two-way radio for rural health delivery. Other studies regarded radio as a component in extensive nonformal education. A planning study for Liberia assisted in the preparation of a project paper for a radio-based rural information system. Numerous other studies and seminars underscored the ability of radio to affect listeners and to bring about positive behavior changes leading to improved living conditions of the rural poor.

Support for Analysis and Research in Africa (SARA) (1992-2004)

AED's Support for Research and Analysis in Africa (SARA) project aims to improve the link between policy makers and researchers in Africa by

promoting the use of research findings in policy and program development, and by identifying policy information needs for research. The project fosters information exchange on state-of-the-art research in child survival, population, HIV/AIDS and other infectious diseases, and basic education, and carries out research, analysis, dissemination, and advocacy activities in collaboration with African institutions. SARA's technical emphasis covers the following areas: basic education, child survival, health care policy, population and reproductive health, HIV/AIDS and other infectious diseases, crisis prevention, transition, and mitigation.

Research and Analysis: The SARA project has provided technical support to African institutions to develop research methods and to carry out and produce quality research and analysis. For example, CERPOD conducted qualitative and quantitative research on adolescent reproductive health in five countries and repackaged the results, *Youth in Danger*, which was disseminated widely and used for advocacy. AED has developed and field-tested tools such as *Designing by Dialogue*, a practical manual on designing, conducting, and analyzing complementary feeding practices. As part of the research process, SARA has focused on identifying priority issues for research and analysis, based on the Africa Bureau's comparative advantages, and then supporting the HHRAA agenda. AED has ensured that African experts and partners have been involved in all aspects of the issues identification process and has produced numerous issues papers such as *HIV and Infant Feeding: A Chronology of Research and Policy Advances and Their Implications for Programs*.

Support for Gender Strategies for the CNAP in 10 Focus Countries (CISCO) (1999-2000)

AED's Ready To Learn Center is assisting Cisco Systems in improving the recruitment and retention of female participants in their international Networking Academy Program (CNAP). CNAP provides training to secondary school-level students in computer networking, preparing them for industry-standard certification as networking professionals and has academies in over 60 countries. The Ready to Learn Center will assess and analyze data concerning CNAP participants to determine if Cisco's program is successfully training females for technology careers within its sites in Africa, Latin America, South Asia, Eastern Europe, and the Middle East and identify problems and opportunities for improvement. The project will then develop strategies for attracting, retaining and sustaining female CNAP participants and graduates, adapt these for the specific cultural contexts of selected focus countries and disseminate recommendations and findings. Focus countries include: India, Brazil, Philippines, Mexico, El Salvador, Jordan, United Arab Emirates, South Africa, and Romania.

Technical Support for HIV/STD/TB Prevention (CDC Tech Support) (1997-2002)

Tech Support is a contract to provide technical support and assistance to CDC's National Center on HIV, STD and TB Prevention on an as-needed basis. Support is provided in six areas: identification of needs, planning, evaluation, training, technical assistance, and formative research. AED provides technical support services to CDC staff so that they may assist national, regional, state, and local organizations to use health communication and social marketing strategies effectively for HIV prevention, build organizational skills and expertise, and help organizations share and better use existing HIV/AIDS resources. Through this contract AED ensures that assistance is: 1) based on careful needs assessments; 2) planned cooperatively with recipients and funders; 3) tailored to the audience; 4) appropriate to available resources and logistical constraints; 5) focused on clear concrete outputs; and 6) accompanied by ongoing evaluation. The project has managed over 80 task orders for CDC - including one that supports TA to CDC's HIV Prevention Community Planning Initiative - in topic areas highly relevant to CARE programs, including needs assessment; resource allocation and priority setting; conflict resolution; parity, inclusion and representation; capacity building; coalition development and support; intervention design; and evaluation. In connection with these activities, AED employed CDC datasets on AIDS, STD and TB prevalence and incidence. AED also supplied sites with guidance on statistical data analyses. AED has coordinated project area-specific technical assistance to over 200 community planning groups in 65

project areas, developing experience-based technical assistance materials and conducting intensive on-site assistance. A core of AED staff have worked in partnership with CDC and constituency groups to develop a registry of national and local peer and expert consultants. Through cooperative diagnosis of TA needs with CDC and national partners, AED assigns external and/or in-house consultants to provide TA, then manages logistics and provides monitoring, evaluation and tracking of the TA network. This system has recorded over 180 separate TA contacts to 46 geographic project areas. AED provided technical report writing support to assist HRSA's Division of HIV Services to assess issues related to the participation of HIV-positive members of planning councils in council decisions and activities and to identify structural and procedural changes to enhance participation. AED staff conducted focus groups and in-depth interviews in four cities and prepared a report suggesting strategies for improving the participation of PLWH/A in Planning Councils. The report was well received and was used to guide policy revision.

Uganda Support for Ugandan Primary Education Reform Party (1993-2000)

The SUPER project provides assistance to the Government of Uganda in three areas of policy reform for primary education: professionalization of teachers; enhancement of community participation in education; and allocation of resources for instructional materials. Ultimately, the project interventions will result in more teachers who spend more time at school teaching effective lessons, more instructional materials in the classroom, and a better

managed flow of resources to schools. The major project activity is the development of an integrated teacher-support system called the Teacher Development and Management System (TDMS). TDMS is linking the 10 primary teachers' colleges (PTCs) to schools through a three-tiered network: the PTC at the center; "coordinating schools" in the area of the PTC, specially equipped to serve as mini teacher-resource centers in which simple instructional materials can be produced; and outreach schools linked to the coordinating schools. This network is being used for distribution of nationally procured instructional materials. By the end of the project, a functioning, restructured teacher-training program and reformed teacher support system will be in use in 10 PTCs. A modular teacher-training curriculum (composed of a discrete set of instructional units) for Grade III (Certificate) and Grade V (Diploma) levels will be in place.

West and Central Africa Family Health and AIDS Prevention Project (Sante Familiale et Prevention de SIDA-SFPS) (1994-2000)

This project is designed to improve access and strengthen service integration and quality improvement to maximize the use of reproductive health services and products. There is a strong focus on strengthening private sector programs and developing links between the private and public sectors. The project is targeting support to

reproductive health needs of women, adolescents and migrants. In order to accomplish these objectives and foster long-term sustainability, the project will promote regional institutional capacity and resources, strengthen collaboration with USAID Collaborating Agencies and leverage financial support from other donor agencies. Through this project, technical assistance is provided in five primary areas: Service Delivery; Training; Information, Education and Communication; Operations Research; Social Marketing.

Zambia Framework for Gender and Sustainable Development (1994-1994)

Building on a gender issues paper developed by a Zambian team, AED assisted a Zambian team of governmental and development professionals, in collaboration with World Bank staff, in developing a strategy paper for addressing gender issues, as well as a draft operational framework that set out a viable strategic thrust for enhancing sustainable development through a more conscious incorporation of gender issues in programs and projects. A computer model was developed as the tool for presenting the strategies and developing a process for implementing them. The model was used at a workshop held in Zambia with broad participation, including government policy makers and the NGO community, to review and critique the draft framework. Those comments were incorporated in the draft final paper, which assists policy makers in identifying areas for policy action, and for filling data gaps to reduce gender

differentials in economic participation and enhance the capacity of women and men to respond to macroeconomic change.

Zimbabwe Basic Education and Skills Training (BEST) (1984 - 1990)

Purpose: To provide trained personnel to fill faculty positions in the fields of engineering, medical sciences, education, and business; assist in developing more relevant, effective, and efficient education and training systems. Specific activities for the Ministry of Education involved assistance using computers to enhance the Ministry's capability to process data, to grade and process examinations, and to conduct research. The Academy assisted the Ministry with computerizing its payroll and with offering training for the administration of a computerized national examination system. The project also developed a computerized database system for the regional offices , purchased and installed equipment and trained Ministry personnel to use the system. The last activity of the project was the development of a scholarship tracking system and training Ministry personnel in its use. At the conclusion of the project, the Technical College Bulawayo was a major computer training center, and the University's Faculty of Education had a well established Human Resources Research Centre. The Ministry of Education now has the capacity to process large numbers of examinations in an accurate and timely manner and can access data on personnel, enrollments, and budgets in any of its district offices. The government is able to monitor Zimbabweans receiving training in other countries

as well as their respective fields of study. These enhanced capabilities provide Zimbabwe with improved work force planning and utilization, increased efficiency, better training capabilities, and more and better trained technical personnel.

Zimbabwe Computerized Management Information System (1981 - 1989)

Beginning in 1981, the Academy worked with the Ministry of Education in Zimbabwe to develop both a regional and centralized, computerized Management Information/Decision Support System in nine regions and throughout the Ministry's central structure. Using a combination of custom developed programs and available software from several vendors, the Academy worked directly, and through subcontractors, to implement strategic planning, budgeting, payroll, personnel, and fiscal accounting functions within the Ministry. Using a combination of long-term advisors, focused short-term technical assistance, and both local counterparts and local contractors, all nine extant regions in Zimbabwe were automated—namely the regional offices were fully automated with mini-computers and eventually converted to PCs. All major operational functions of the regional offices (including such key functions as personnel, finance, and statistical processing) were automated, staff were trained, and virtually all schools in the system, which expanded during that period to over 5,000, were completely mapped. The system installed, both at the head office and in all the regions, is operating to this day. It is being successfully managed and maintained entirely by resident Ministry personnel. Though portions of

the equipment have now become dated, the basic system and its support infrastructure has been able to be systematically upgraded without dramatically modifying the core activities. During the transformation process, every school in the system was mapped—which means that its location was ascertained, the condition of its facilities established, a demographic profile at the district level was generated, and supplies receipt and use had been noted. This information was systematically maintained at the regional and central planning level. The Ministry instituted a country-wide communications capability involving the physical transfer of information via paper, diskette, and magnetic tape as well as the capability to interconnect regions and the head-office via telephone lines. A central element of the computerization effort was assistance to the regions and the Ministry's central office to operate the complete system after installation. Accordingly, many Ministry employees participated in on-the-job training alongside the technical assistance team. Training sessions were scheduled for all personnel affected by computerization and the sessions were repeated sufficiently to allow for over 20 percent turnover in ministry staff. The maintenance contract supporting the regional and central installations included special provisions for actual time in service—subject to penalties for unacceptable "down time." The Academy arranged for all procurement-related activities including competitive bidding for over $1.75 million in software and hardware, legal agreements, export licenses, and post-installation acceptance. In Zimbabwe, the educational system has reached unprecedented levels of access, it has systematically improved its overall quality at both the primary and secondary level, and teacher mobility and promotion according to seniority and qualification is now a routine and rapid process. Most importantly, because of the automation effort, the processing period for the registration and payment of new teachers shrank from three months to two weeks.

Zimbabwe Early Childhood Education Project (1993 - 1997)

Funded by a grant from the W.K. Kellogg Foundation, Fellows under this program matriculated in undergraduate programs in the United States in Early Childhood Education. The Academy provided the following services under this grant: credentials review; placement; cross-cultural orientation; program monitoring; and campus visits. This project helped to develop professionally trained staff to administer and supervise the Early Childhood Education and Care Program of the Zimbabwean Ministry of Education and Culture (MEC). At the beginning of the project five MEC staff had been awarded academic fellowships and were enrolled in the bachelor's degree program in early childhood education at DePaul University in Chicago, Illinois. AED monitored the participants' academic programs and designed and managed short-term programs to supplement their academic studies. Supplemental activities included a study tour of Migrant Head Start centers, a leading national program to prepare children for school, and a specially designed training-of-trainers mini-course.

Zimbabwe Manpower Development Project (ZIMMAN II) (1992 - 1997)

The objectives of this project included enhancing private sector productivity and increasing national economic growth by: developing a support industry

for small to medium size enterprises (SMEs); developing long-term local capacity to sustain support for SME businesses; and developing private-sector relevant evaluation mechanisms that can be used for policy dialogue. Continuing its long-term support for Zimbabwe's private sector development, USAID provided the second phase of the Zimbabwe Manpower Development Project (ZIMMAN). The first phase (1982-1990) focused on long term education and training for the public sector and on strengthening institutional capacity. The second phase (1992-1997) focused on the high-demand, short-term training needs of Zimbabwe's private sector, and, to a limited extent, also assisted the public sector in strengthening its efforts to facilitate private sector development. Each ZIMMAN II project focused on assisting different segments of Zimbabwe's economy. The project also focused on the needs of SMEs that had a history of operations and who were seeking new skills and technologies for survival and growth. To accomplish the objectives set forth above, four integrated strategies were implemented simultaneously: local training and consulting firm development; SME development; industry association development; and private sector enabling environment development.

Zimbabwe Public Health Communication (2001-ongoing)

April 17, 2001, AED provided an IEC specialist to review the IEC component of the Zimbabwe Family Health Project and, in collaboration with other team members, the pedagogical aspects of training activities. In addition, an Academy senior communication specialist was asked to review and provide comments on the AIDS prevention plan

devised for Zimbabwe. This included a review of the KAP survey, newspaper and other print campaign materials, and recommendations for improving the plan. In 1989, AED delivered a seminar on "Mother-Child Health/Family Planning Program Design and Management." AED presented the session on IEC services covering the rational for IEC services, IEC program descriptions, including alternate technologies, IEC program management issues and IEC evaluation performance monitoring.

Other AED Relevant Experience

CDC AIDS Communication Support Project (CDC ACSP) (1991-1996)

AED managed this project for the Centers for Disease Control and Prevention's National AIDS Information and Education Program (NAIEP), focusing on health communications systems. The overall purpose of the project was to provide technical support services to 65 Project Areas throughout the United States, enabling national, regional, state, and local organizations to use health communication and social marketing strategies effectively. AED's management of the project included research and evaluation consultation to state and local health departments, national and community-based organizations, and other agencies across the country.

Support provided to CDC and its constituencies fell into six major categories: needs assessment, research and market analysis, health communication planning and technical assistance, marketing and media outreach, curricula and training materials development, and networking and conference support. In its second year, the project provided assistance to CDC in planning its major new effort, the Prevention Marketing Initiative (PMI), a

national effort designed to reduce sexual transmission of HIV among Americans aged 25 and under.

Center for Youth Development - ongoing

The Center has led the development of the following new programs and more:

Mobilization for Youth Development: This initiative is focused on helping to create an infrastructure at the local level, crossing the areas of policy, program and practice to ensure support for youth development.

Strengthening Community Services for Training Youth Workers: The goal of this three-year initiative is to increase and strengthen training opportunities for youth workers at the local level.

Transformational Community Development with Youth as Full Partners: This three-year initiative is a three-way collaboration between the Center, National Network for Youth, and the National 4-H Council.

YouthMapping: This initiative involves young people gathering information by locating and documenting in a given locality, "places to go and things to do."

XYZ Membership Associations: This initiative will determine the interest and feasibility of establishing locally-created and locally-driven membership associations for both youth and adults.

Enriching Local Planning: This project sought to assist communities and community leaders to

engage in principle-driven, participatory, strategic planning processes.

Impact Evaluation: This project developed, executed and reported on the impact of five new Boys and Girls Clubs (two rural sites, two elementary sites, and one middle school site) on the surrounding community and on behaviors related to school performance and social interaction.

Local and Public Sector Initiative: This project was primarily funded by the Ford Foundation to support the documentation, learning, and networking activities of selected localities as they engage in efforts to apply and extend the youth development framework of public and community-wide decision-making.

School Collaboration for Youth Organizations: This initiative developed the capacity of schools to collaborate with youth development organizations. Strengthening the Field of Youth Development Work: developed a professional development training curriculum program for youth workers in community-based agencies serving high-risk youth.

Central America HIV/AIDS Prevention Project (PASCA) (1995-2000)

AED and its partners are assisting the public, private, and nongovernmental organization (NGO) sectors throughout the Central American isthmus in the development and implementation of national and regional strategies to decrease HIV/AIDS transmission. The project addresses specific policy reform through targeted programs aimed at top

decision-makers and influentials; is normalizing local, national and regional responses to HIV/AIDS prevention; combines small grant funds and operations research to develop science-based interventions to be run by existing service providers; and is creating a positive environment of public awareness of HIV prevention in every sector of society, including, sports, health, government, education, international agencies, church, business, and the media. The result will be a new model for community-based policy development and NGO strengthening. Rather than rely exclusively on U.S. expertise, the project is fostering communication and skills transfer among the Central American countries, thereby increasing the indigenous talent to respond effectively to the HIV/AIDS epidemic. AED is working with local counterparts to develop a comprehensive network of HIV prevention professionals, building upon the talent that exists in the region. PASCA uses a multi-sectoral approach to strengthen Central American institutions to develop and/or implement their own programs to combat HIV/AIDS. On its broadest level, the project supports an improved regional policy environment for the promotion of HIV prevention programs. The project is also improving the institutional capacity of NGOs to deliver HIV prevention services and/or conduct applied or operations research. In addition, the project is promoting individual behavior change that is required to reduce the transmission of HIV.

Prevention Marketing Initiative (CDC-PMI) (1994-1998)

The Centers for Disease Control and Prevention (CDC) sponsored the Prevention Marketing Initiative Community Demonstration Sites (PMI),

to assess if prevention marketing—an integration of social marketing, behavioral science, and community participation—could be applied effectively by community practitioners to influence teens' sexual risk behaviors. AED provided overall program management support and extensive technical assistance to multiple demonstration sites as well as CDC branch agencies in the design, implementation, maintenance and evaluation of HIV prevention programs. AED also supported the Battelle Memorial Institute, the external research contractor hired by CDC, to conduct case studies as well as survey research. AED provided Battelle with project background documents; assistance with introductions and scheduling with site staff and community volunteers; instrument design; data collection; statistical analyses of data from the sites integrated with analyses of secondary data from CDC. Methods used included situation analyses, key informant interviews, community resource inventories, environmental profiles, literature reviews and focus groups. Various intervention strategies were used.

Specific AED Experience in AFRICA

BOTSWANA
Advancing Basic Education and Literacy
Basic Education Consolidation (BEC)
Basic Training Programs Development Training Projects
Botswana Workforce and Skills Training (BWAST) Project I and II
Ministry of Agriculture Training Project
National Productive Center
Strengthening Human Resources Management Capacity (SHRMC)
Support for Analysis and Research in Africa
W.K. Kellogg Foundation: Southern Africa Leadership Grants

BENIN
Advancing Basic Education and Literacy
Africa Global Information Infrastructure Project (Leland Initiative)
Basic Support for Institutionalizing Child Survival (BASICS)
Children's Learning and Equity Foundations Project
Global Communications and Learning Services (LearnLink)
Global Training for Development
Education Automated Statistical Information System Toolkit (ED*ASSIST)
Support for Analysis and Research in Africa

BURUNDI
IQC: Education, Training and Human Resources
Public Health Communication

CAMEROON
Maternal and Child Health Project
Support to Primary Education Project

CONGO
Combating Childhood Communicable Diseases (CCCD) Project

CAPE VERDE
IQC: Education and Human Resources

ETHIOPIA
Basic Education System Overhaul (BESO)
Public Health Communication

GAMBIA
Combating Childhood Communicable Diseases (CCCD) Project
Global Mass Media and Health Practices Project

GHANA
Advancing Basic Education and Literacy
Africa Global Information Infrastructure Project (Leland Initiative)
Africa NetMark
Basic Support for Institutionalizing Child Survival (BASICS)
Global Communications and Learning Services (LearnLink)
LINKAGES: Breastfeeding and Related Complementary Feeding and Maternal Health Care
Environmental Education and Communication Project (GreenCom)
Global Training for Development
Improving Education Quality
Population Communication Services
Public Health Communication
Quality Improvement for Primary Schools (QUIPS)
Strategies for Advancing Girls Education
Support for Analysis and Research in Africa
Sustainable Approaches to Nutrition in Africa

GUINEA
IQC: Education, Training and Human Resource
Public Health Communication

IVORY COAST
Africa Global Information Infrastructure Project
(Leland Initiative)
Educational Reform
Educational Television

KENYA
Advancing Basic Education and Literacy
Africa Global Information Infrastructure Project
(Leland Initiative)
Electric Power Demand and Energy Management
IQC: Education, Training and Human Resource
Public Health Communication
Radio Language Arts Project
Radio Learning Project (RLP)
Support for Analysis and Research in Africa
(SARA) Project
Sustainable Approaches to Nutrition in Africa

LESOTHO
Basic and Nonformal Education Systems
(BANFES)
Curriculum Development Seminar
IQC: Education, Training and Human Resource
Radio Learning Project (RLP)
Population Communication Services
Upgrading of the Education Management
Information System (EMIS)
UNFPA Reproductive Health Program

LIBERIA
Assessment of Training Needs and Planning
Study
Primary Education Project (PEP)
Reconciliation and Civic Education for Women
Rural Information System Project

MADAGASCAR
Family Planning Information, Education, and Communication
LINKAGES: Breastfeeding and Related Complementary Feeding and Maternal Health Care

MALAWI
Human Resources and Institutional Development (HRID) Project
IQC: Agricultural Higher Education

MALI
Project to Support Grassroots Initiative to Fight Hunger
Social Marketing for Change (SOMARC)
Support for Analysis and Research in Africa (SARA) Project

NAMIBIA
Primary Education Reform Project

NIGER
Communication for Technology Transfer in Agriculture (CTTA)
Environmental Education and Communication Project (GreenCom)
Public Health Communication

NIGERIA
Basic Support for Institutionalizing Child Survival (BASICS)
Dietary Management of Diarrhea (DMD)

RWANDA
Africa Global Information Infrastructure Project (Leland Initiative)
Integrated Maternal Child Health Project
IQC: Agricultural Education Project

SAHEL
Short-Term Skills Training

SENEGAL
Advancing Basic Education and Literacy
Basic Support for Institutionalizing Child Survival (BASICS)
Communication for Technology Transfer in Agriculture (CTTA)
Energy and Environmental Training
Global Training for Development
Population Communication Services
Support for Analysis and Research in Africa (SARA) Project
Sustainable Approaches to Nutrition in Africa

SIERRA LEONE
IQC: Agricultural Higher Education

SOMALIA
Family Health Services Project (FHSP)
Management Training and Development Project (SOMTAD)

SOUTH AFRICA
Advancing Basic Education and Literacy
Africa NetMark
Behavior Change Innovation (CHANGE)
Efficient for Energy Conservation in South Africa
Efficient Lighting Initiative
Energy and Environmental Training
Indefinite Quantity Contract: South Africa
Education and Training (ABET)
Kellogg Southern Africa Study Grants
Non-Governmental Organization (NGO) Evaluation
South Africa Adult Basic Education and Training
Support for Analysis and Research in Africa (SARA) Project
Sustainable Approaches to Nutrition in Africa
Training for Employment

SWAZILAND
Development Communication Project
Mass Media and Health Practices (MMHP) Project
Rural Water-Borne Disease Control

TANZANIA
Africa Global Information Infrastructure Project (Leland Initiative)
Behavior Change Innovation (CHANGE)
Environmental Education and Communication Project (GreenCom)
IQC: Education, Training and Human Resource
Support for Analysis and Research in Africa (SARA) Project
Sustainable Approaches to Nutrition in Africa

TOGO
Family Health and AIDS Preventionin West/Central Africa
LINKAGES: Breastfeeding and Related Complementary Feeding and Maternal Health Care
Support for Analysis and Research in Africa (SARA) Project
Sustainable Approaches to Nutrition in Africa

TUNISIA
Environmental Education and Communication Project (GreenCom)

UGANDA
Advancing Basic Education and Literacy
Global Training for Development
Irish AID to Uganda Education Reform Expansion
LINKAGES: Breastfeeding and Related Complementary Feeding and Maternal Health Care
Support for Analysis and Research in Africa (SARA) Project

Support for Ugandan Primary Education Reform Project
Sustainable Approaches to Nutrition in Africa
Nutrition and Early Childhood Development Research

ZAIRE
Combating Childhood Communicable Diseases (CCCD) Project

ZAMBIA
Environmental Education and Communication Project (GreenCom)
Framework for Gender and Sustainable Development
Global Training for Development
LINKAGES: Breastfeeding and Related Complementary Feeding and Maternal Health Care
Population Communication Services (PCS)
Support for Analysis and Research in Africa (SARA) Project

ZIMBABWE
Basic Education and Skills Training (BEST)
Computerized Management Information System
Early Childhood Education Project
Manpower Development Project (ZIMMAN II)
Support for Analysis and Research in Africa
Sustainable Approaches for Nutrition in Africa

AFRICA-WIDE
Advancing Basic Education and Literacy Project (ABEL) I and II
Communication and Information Technologies for Low-Resource Agriculture in Africa
Communication for Child Survival (HEALTHCOM I and II)
Donors for African Educational Statistical Information Systems
Environmental Education and Communication

Project (GreenCOM)
Kellogg Foundation Study Grants/Leadership
Initiative for Southern Africa
Nutrition Communication Project (NCP)
Population Communication Services (PCS)
Satellite Services for Africa Project
Studies in Facilitating Learning Project
Support for Analysis and Research in Africa
(SARA)
Sustainable Approaches for Nutrition in Africa
(SANA) Project
West and Central Africa Family Health and AIDS
Prevention Project Sante

AED FIELD OFFICES IN AFRICA

BOTSWANA
Botswana Development Training Projects
Thandi Molefe
Private Mail Bag 00117
Gaborone, Botswana
Tel: 26-7-314-411
Fax: 26-7-314-413
Email: aedbot@info.bw

COTE d'IVOIRE
Hughes Kone
UNFPA, Director RTP for Francophone Africa
Abidijan, Cote d'Ivoire
Tel:(w) 225-20-22-80-61
Fax: 225-20-22-80-60
Email: lecfnuap@africaonline.co.ci
Email: hugkone@hotmail.com

ETHIOPIA
Basic Education System Overhaul (BESO) Project
Thomas Tilson, Chief of Party
PO Box 13157
Addis Ababa, Ethiopia
Tel: 251-1-550-874 (o)
Tel: 914-612-5368
Tel: 251-1-614-210
Fax: 251-1-552-754/(888)359-2812-2
Email: tomtilson@aol.com
Email: ttilson@iname.com
Email: tom.tilson@telecom.net.et

GAMBIA
SANA West Africa Field Advisor
Ndure, Kinday S.
26 Buckle Street
Banjul, The Gambia
Tel: 220-228-542
Fax: 220-202-443
Email: ksendure@Qanet.gm

GHANA
Ghana Quality Improvement for Primary Schools (QUIPS)
Rudi Klauss
PO Box M603, Ministries
Accra, Ghana
Tel: 011-233-21-777-976
Fax: 011-233-21-771-575
Email: rklauss@ghana.com

KENYA
Sustainable Approaches to Accelerating Effective Nutrition in Programing in Africa (SANA)
Debbie Gachuhi
P.O. Box 21529
Nairobi, Kenya
Tel: 254-2-710-674
Email: dgachuhi@@users.africaonline.co.ke

LESOTHO
Reproductive Health and Advocacy in Lesotho
Rosemond Opare-Kumi,
Resident Advisor
6th Floor Post Office Building
P.O. Box 12147
Maseru, Lesotho Tel: 266-325730
Fax: 266-310989 Email: aed@ilesotho.com

MADAGASCAR
LINKAGES
Agnes Guyon
Immeuble Santa
Lot IV-3eme etage
Antanimena
101 Antananarivo, Madagascar
Tel: 261-20-226-4474 or
260-20-223-4409
Fax: 261-20-223-3409
Email: agnes.lkg@pact.mg

MADAGASCAR
Madagascar Family Health Project
Peter Gottert
Immeuble Santa Antanimena
2 eme Etage BP 8462
101-Antananarivo, Madagascar
Tel: 261-20-223-4474
Fax: 261-20-223-4409
Email:pgottert@aed.org

Madagascar Family Health Project
John Barton
Immeuble Santa Antanimena
2 eme Etage BP 8462
101-Antananarivo, Madagascar
Tel: 261-20-223-4474
Fax: 261-20-223-4409
Email:jbarton.jsi@pact.mg

MALI
Strategies for Advancing Girls Education
(SAGE/Mali)
c/o World Education/Mali
Dr. Kadiatou Coulibaly
BP 2137, Rue 145 Porte 53
Torokorobougou
Bamako, Mali
Tel: 223-28-1557
Tel: 223-28-9857
Fax: 223-28-2291
Email: worldedu@malinet.ml

NAMIBIA

Namibia BES II Project
David Benedetti, Chief of Party
Ministry of Basic Education and Culture
Cluster C2
Room 318, Government Park
Luther Street
Private Bag 12028
Ausspannplatz, Windhoek
Tel: 264-61-258-427
Fax: 264-61-258-495
Cell: 264-81-129-8887
Email: dbenedetti@aed.org

SENEGAL

BASICS
Dr. Serigne Diene
Rue 2 X Boulevard De L'Est
Point E BP 3746
Dakar, Senegal
Tel: 221 8-24-46-04
Fax: 221 8-24-24-78
Email: Basics@Sonatel.Senet.net

Sustainable Approaches to Accelerating Effective Nutrition in Programing in Africa (SANA)
Lamine Thiam
BP 2453, Dakar, Senegal
Fax: (221) 22 93 18
Email: sana@ndar.enda.sn

SOUTH AFRICA

Dr. Phil Christensen, Director South Africa/AED
South Africa IQC
301 Fitzgerald Street
Pretoria X60157
South Africa
Tel: 011-27-12-653-0305 (h)
Fax: 011-27-12-653-4351
Cell: 011-27-570-8396
Email: pchriste@aed.org

UGANDA
LINKAGES
Robert Mwadime
Institute of Public Health
Makerere University
Regional Center for Quality of Health Care
P.O. Box 7072
Kampala, Uganda
Tel: 256-041-530-321
Tel: 256-041-530-888
Cell: 256-77-470-347
Fax: 256-41-530-876
Email: coordqhc@swiftuganda.com
Email: mwadime@infocom.co.ug

ZAMBIA
LINKAGES
Nomajoni Ntombela
Red Cross House
Los Angeles Boulevard
Long Accres
PO Box 37230
Lusaka, Zambia
Cell: 260-1-767-707
Tel: 260-1-254-5523/5
Home: 260-1-264-401
Fax: 260-1-253-839
Email: nomajoni@link.org.zm

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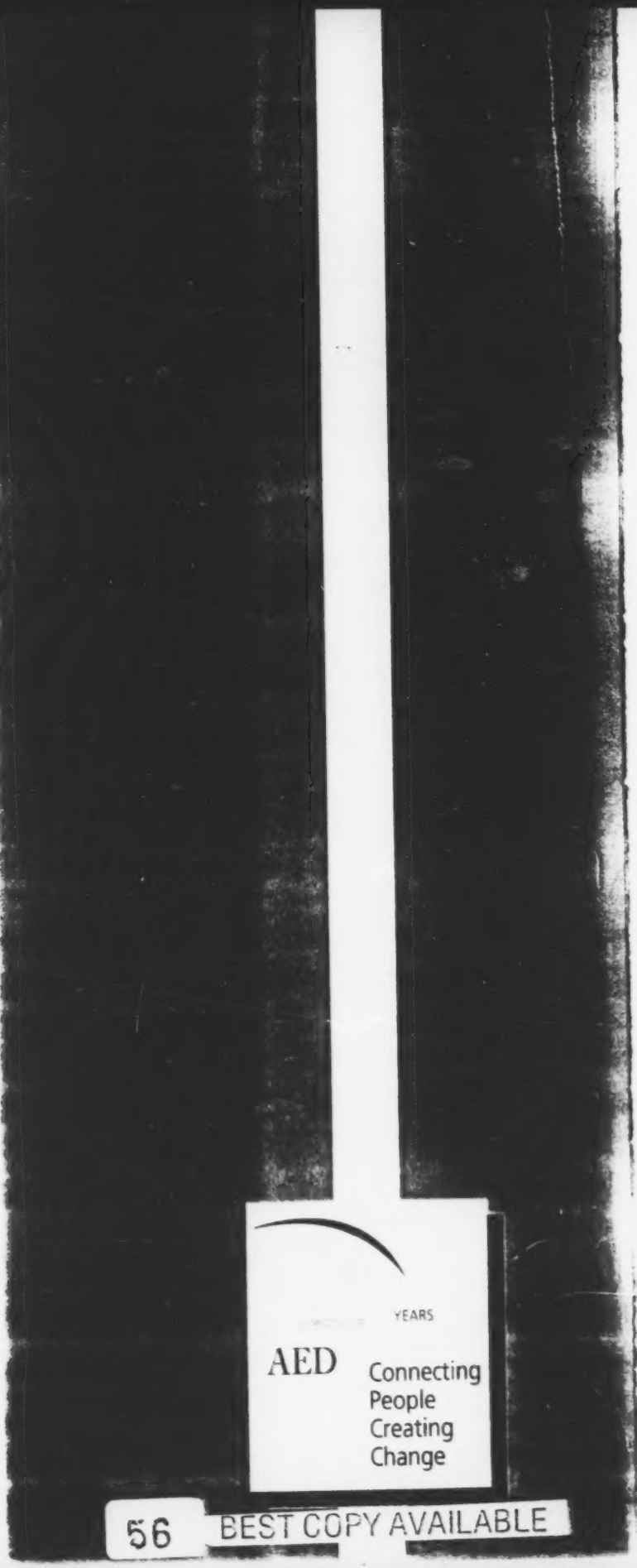

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